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ABSTRACT

Internship and field experience practices of University Council for Educational Administration (UCEA) member institutions in the United States are examined in this report. Questionnaires were completed by 44 out of 47 chairpersons of educational administration departments at 44 UCEA member schools, a 93.6 percent response rate. Data were compared with stated requirements issued by the UCEA and the National Policy Board for Educational Administration (NPBEA). Findings indicate that the majority of reporting UCEA institutions appear to meet the UCEA goal of concentrated full-time study and supervised clinical practice. Few, however, meet the NPBEA ideal of one full year of field residency. Practices vary widely in the areas of credit hours, clock hours, requirements, seminars, contracts, location of internships, and state education department requirements. The recommendation is made for a shorter internship period involving more full-time work and more stringent supervision. Two tables are included. (14 references) (LMI)

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A REVIEW OF UCEA MEMBER INSTITUTIONS CLINICAL EXPERIENCES/INTERNSHIPS/FIELD EXPERIENCES FOR EDUCATIONAL LEADERS

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Introduction

The purpose of this article is to describe the practices of UCEA member institutions in the United States in regard to clinical experiences/internships/field experiences. Data was collected from UCEA member institutions in the United States based upon membership during the 1988-1989 academic year. Quantitative as well as qualitative methods were used to treat the data used in the research effort described in the article. The purpose was to determine how well UCEA institutions meet the stated requirements of statements issued by UCEA and the National Policy Board for Educational Administration.

A REVIEW OF UCEA MEMBER INSTITUTIONS CLINICAL EXPERIENCES/INTERNSHIPS/ FIELD EXPERIENCES FOR EDUCATIONAL LEADERS

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The Preparation of Educational Administrators: Statement of Purpose adopted by the Plenary Session of the University Council for Educational Administration (UCEA) on October 27, 1989 states that " professional preparation programs should include concentrated periods of full-time study and supervised clinical practice " (UCEA, 1989).The National Policy Board for Educational Administration in it's **IMPROVING THE PREPARATION OF SCHOOL ADMINISTRATORS: AN AGENDA FOR REFORM** recommends " one full year of academic residency and one full-year of field residency be included in the Ed.D. preparation program " (1989, p. 6).

Based upon both statements listed above it is safe to say that these two groups both advocate a mixture of theory blended with practice. They may vary in the amount and balance of both theory and practice. Clinical practice, field residency, internship, and practicum all seem to be used interchangeable to imply field based practice and/or involvement in school based organizations. For ease of usage this article will use internship or clinical experience to mean all those things.

The purpose of this article and supporting research is to examine the practices of the UCEA member institutions in the United States as listed in the 1988-1989 **MEMBERSHIP DIRECTORY** of The University Council for Educational Administration (1988). The data base for the article was based upon materials requested from and received from the UCEA member institutions included in the study.

PROBLEM/RATIONALE/PURPOSE

A personal involvement in the development and operation of the clinical phases of the educational administration program at the State University of New York at Buffalo (SUNYAB) and reports, articles, conferences dealing with needed changes in the preparation of school administrators created a personal interest in this topic. A review of recent articles on clinical experiences and internships seemed to imply a lack of evidence to support the need for such experiences and a lack of hard data to prove there value (Daresh, Gallagher, Balmores 1987; Daresh 1987a; Daresh 1987b; Pitner 1988).

The issue seemed to be a lack of solid evidence to support the need for internships for future school administrators. At the same time reports seemed to be calling for more directed clinical experiences but were vague in determining what these experiences should include.

It seemed to make sense that a survey of UCEA member institutions in the United States dealing with clinical experiences might be in order. How closely do program requirements of these UCEA member institutions align with the suggested requirements advocated by the National Policy Board for Educational Administration (1989) and UCEA (1989)

The major purpose of this article is to review the materials collected from the UCEA institutions dealing with the clinical features of their programs.

DESIGN AND METHODS

The 1988-1989 **MEMBERSHIP DIRECTORY** of UCEA was used to determine the United States universities that were current members of the Council. The directory listed 48 institutions including the University of Alberta. The population for the study included the 47 United States universities listed in the directory.

In late spring of 1989 letters were sent to the

chairpersons of the 47 departments as listed in the directory. These individuals were informed about the data collection procedures and reasons for the requested materials. They were asked to send materials describing the various programs including policy statements and requirements for registering for the internship or clinical experience. Two additional follow-up letters were sent one month after and two months after the original request.

A total of 44 responses were received for a response rate of 93.6%. The responses included letters as well as documents used to describe the programs and clinical part of the various programs.

During the fall of 1989 a letter and one page questionnaire was sent to the same 47 institutions. This was necessary to help in validating the data assembled from the original materials. A total of 37 responses was received for a rate of response of 78.7%.

This questionnaire asked for simple responses to statements asking the following: Is an internship required ? Number of years of teaching experience required ? Number of semesters for the internship ? Total number of clock hours for the internship ? Minimium number of hours of internship per week ? Number of on-site visits by university supervisor ? Is a daily log required ? Are weekly and monthly reports required ?

This questionnaire helped in assembling the data from the 44 respondents. The data presented is based upon materials collected from the 44 institutions.

The analysis will both be quantitative as well as qualitative in nature due to the way the research effort was planned and conducted. This in part is due to the fact that the various institutions offer a wide variety of programs from certification to doctoral degrees. The major concern was not with programs and certification and degrees offered but rather with clinical experiences in the form of internships. This becomes even more complicated as a result

of different state requirements that influence university programs. As an example, the New York State Education Department controls certification for school administrators. Those preparing for certification must take a college or university sponsored internship and have it documented on a transcript. However, the State does not specify the number of credits required or the length of time of the internship or whether it is to be full-time or part-time in nature. Therefore, colleges and universities in New York have a great deal of variation in dealing with these parameters.

Six New York State universities, both public and private were members of UCEA at the time of the study. In addition a number of colleges also offer programs preparing school administrators and are not members of UCEA. Materials from St. John's University call for a minimum of 540 hours in the internship. The State University of New York at Albany sets 300 hours as the minimum number of hours for the internship experience. The State University of New York at Buffalo requires two semesters with a minimum of 600 hours per semester. Fordham University requires at least 10 hours per week for the school year for a minimum total of 400 hours. Hofstra University indicates 500-600 hours is the norm for clinical internships. New York University sets 270 hours as the minimum requirement for the programs in school administration. In addition the number of credit hours required is not clearly spelled out in the materials reviewed for the study. This also applies to the part-time or full-time nature of the clinical experience.

BACKGROUND

It is not the intent of this article to review the historical developments of clinical experiences in the preparation of school administrators. The **ANNOTATED BIBLIOGRAPHY ON THE USE OF FIELD EXPERIENCE TO TRAIN EDUCATIONAL LEADERS** would be a logical starting point for

those interested in looking at the historical background of clinical experiences for school administrators (Daresh, Gallagher, Balmores, 1987).

Colleges and universities working in cooperation with the various state education departments and local school districts have developed educational administration preparation programs designed to meet certification standards. Usually the state department of education will require certain minimum standards necessary for certification as a school administrator in each state. Preparation programs may of course go beyond these minimum requirements. When this happens the various colleges and universities enter a competitive mode based upon length of program, ease of completion, tuition rate, and of course status of the educational program.

In western New York, near Buffalo, there are four institutions of higher education, who have administrator preparation programs approved by the State Education Department. All four are within a distance of 25 miles. Only one offers doctoral degrees. Potential students of administration have a choice among the four schools. The requirements of all four may vary, but, all need to meet minimum State requirements. This same situation will exist in other areas of the United States.

State certification is the usual minimum standard for a certificate to apply for an administrative position. Certification as a school administrator only gives one the right to apply for the various positions that become available. In a large school system such as Broward County the theme is a "grow your own" philosophy. Holding certification from the State of Florida simply gives one the opportunity to make application for the district's intern administrative training program. If accepted by the district the individual would be in a one or two year internship in preparation for a regular appointment as an assistant principal or principal (1989). This seems to be the typical

model followed in the State of Florida. It is not the model followed in the State of New York which has hundreds of rather small school districts.

The "grow your own" philosophy has merit for large as well as small school districts. However, not many school districts in the United States, some 17,000 plus, are large enough to adopt this philosophy. Therefore, clinical experiences in the form of internships such as those provided in Broward County are and will not be the normal pattern for administrative preparation.

According to Daresh " the use of field-based learning programs will not be improved until there is some agreement reached concerning the issue of who will control the process of preparing school administrators " (1987a, p. 15). He also believes that more focused research needs to be conducted that deals with the values associated with clinical experiences.

Pitner (1988) writes about nonresidential graduate programs, clinical training strategies, and in-service education in school organizations. These all center on the how rather than the why or value of such experiences. In addition mention is made of the value of competency-based training for school administrators. Peper (1988) states "A well designed and executed clinical education for prospective school administrators would be one that is well grounded in a matrix of academic course preparation and rigorous research on administrative practice and policy development " (p. 361). Griffiths (1988) believes that perhaps the most critical phase in the preparation of school administrators may be supervised practice. Ideally, according to Griffiths the student should start the clinical experience almost from the first day of graduate study. The assumption would be that this would mean in a formal rather than informal procedure.

For those interested in clinical models the work of Pedicone (1983) and Skalski (1987) and associates may be of

interest. Pedicone examined programs designed for the preparation of administrators in several universities. Skalski was concerned with various models of clinical experiences used in the United States for the preparation of school administrators.

It would seem that UCEA member institutions would be at the cutting edge of research and development as well as implementation of model administrative programs. Such institutions should be at the leading edge of the reform movement and the development of clinical experiences and internships that meet present and future needs for school leadership personnel.

OVERVIEW OF MAIN FINDINGS

The main findings of this effort are divided into several sections including the following: Internship requirement; length of internship; internship requirements; supervision of internship experience; university seminar experience; special other features.

Where deemed appropriate universities will be identified so that interested professionals may contact key staff for additional information or materials.

Internship Requirement

Materials were reviewed from the perspective of whether internships were a requirement within the various programs. Programs would include masters, certificates, doctoral programs, both Ph.D. and Ed.D. that were available within the various institutions. A wide variation in response pattern resulted due to the nature of this requirement and the number of programs available within the 44 institutions which provided data.

Most institutions did have internship or clinical experiences within their programs. At the doctoral level the

internship was generally optional depending upon whether the student had already completed an internship and was certified as a school administrator. It seems safe to say that students in doctoral programs already certified from previous experience or degree programs are not required to complete another internship experience.

Several institutions reported involvement with Danforth Foundation programs for the preparation of principals. These programs call for extensive use of field experiences and internships.

All respondents reported some form of clinical experience or internship programs as being available within their program structures. Wavier of internship was a possibility for students based upon past experience, certifications held, and career plans for the future.

Length of Internship Experience

Length of internship requirements measured in terms of clock hours and semester hours varied a great deal among the 44 responding schools. In addition the materials reviewed in seven cases did not clearly state the number of actual clock hours of internship required.

Reported data was indicated at the minimum number of hours and in some cases was directly related to state requirements for certification. The University of Minnesota reported two types of internships that were available. One was full time and involvement had to be for at least 50 % of the time. These were for paid internship experiences. A student might be teaching one-half time, and serving in an administrative role the other time. The other experience would be part-time for a minimum of 200 hours of internship experience.

New Mexico State University and the University of New Mexico both clearly state that 180 hours is necessary to meet State of New Mexico certification regulations. In both

situations the 180 hours is stated as a minimum requirement for state certification.

Table 1 shows the results of the analysis in terms of minimum clock hours required. You will note that 21 of the

TABLE 1
Minimum Hours for Internship Experience

Hours	# of Institutions
Less than 100	4
100 - 200	17
200 - 300	3
300 - 400	4
400 - 500	3
500 - 600	2
600 - 700	2
700 - 800	0
800 -	2
not reporting	7
	Total---44

of the 44 responding UCEA institutions require less than 200 hours of internship experience. At the other end of the scale two institutions report 800 or more hours of internship experience. This equates to full-time for a 20 week semester or 20 hours per week for a 40 week period of time.

Minimum internship requirements in terms of semesters of registration needed to complete the program is presented in Table 2. In 32 cases requirements can be completed in 1

TABLE 2

Semesters Needed for Internship

Semesters	# of Institutions
1	19
2	13
3	3
4	1
variable	2
not reporting	6
Total	44

or 2 semesters of enrollment in the internship experience. In 2 cases the number of semesters is variable and based more upon the number of credits and clock hours rather than semesters. It was not possible to determine the requirements for six of the responding institutions.

Georgia State University requires 150 hours of internship involvement within one quarter, however, with prior approval it may be extended over two quarters. At Texas A & M University the internship for certification must span at least a full academic year so that the intern has the opportunity to see the full range of involvement during one full academic school year. The University of Virgina requires from 3-12 semester hours of credit for one or two semesters with thirty hours of involvement in the internship per week of involvement. These three examples present the variety of approaches that seem to be operational in UCEA member institutions.

Credit hours of internship vary from a minimum of three

hours to a maximum of twelve. It appears that between 3 to 6 is the norm for UCEA institutions and that this is spread over one or two semesters. Variation seems to be the rule as may be expected.

Internship Requirements

The intent here was to determine what the various requirements are for internships including such things as: daily logs of activities; weekly and/or monthly reports; semester or term projects; and yearly research projects. An attempt was made to collect the data by program area such as masters, certificate, and doctoral including Ed.D. and Ph.D. levels.

After analysis of the data collected from the 44 institutions and the additional follow-up questionnaire it seemed best to generalize the results in the following statements.

The majority of institutions require interns to either prepare a daily or weekly log, journal, or diary of their activities. The respondents seemed about equally divided between daily and weekly reporting activities. It just may be that those favoring daily logs assume that the daily will become part of the weekly report. The safest conclusion seems to be that some form of log or journal is required to be kept either daily or weekly.

In addition those requiring monthly reports are divided almost equally. The words "reflective practice" and "activity log" were evident in materials from at least one institution.

The last two questions were concerned with either semester or yearly projects as part of the internship experience. The intent was to determine if interns were expected to take part in a semester or year length project as a part of the internship experience. The majority of those reporting do require either a term or year project for

the internship experience. It was about equally divided between term and year length. The questions may have been confusing for the respondents based upon the length of the internship experiences. The best conclusion seems to be that the majority of UCEA institutions do require either a semester or year length project for interns.

The University of Nebraska-Lincoln indicated that although daily logs, weekly and monthly reports are not required that regular reports are required at various times during the internship experience. The handbook used by Washington State University spells out in detail with examples the internship log requirements. These are to be divided into 12 or 15 categories designed to meet the generic standards of the principal certificate. The University of Washington program includes laboratory experiences as well as a series of exemplary school visits for all interns. This program also includes simulation laboratory sessions. The University of Kansas requires that interns maintain a "reflective diary" in which the intern records a reflective/analytic narrative account of the practicum experience.

Supervision of Internship Experience

The supervision of the internship experiences of UCEA member institutions is made up of a combination of field or site based practitioners and university faculty. Internships require the approval of the university before a student can be assigned to a specific location and mentor. This mentor may be called by different names including supervising school administrator, field supervisor, clinical supervisor, or mentor. This mentor is the person in a clinical relationship with the student assigned as an intern. The model is similar to most student teaching programs in which a student teacher is assigned to a master teacher in a clinical situation.

In all cases it seems that a university professor or clinical professor represents the university in the arrangement with the local educational agency and the intern. The university professor is the intern's contact with the university and responsible for supervision and evaluation of the intern. What results is a typical three way arrangement involving the local educational agency, the university, and the student intern.

The number of supervisory visits made to interns varies a great deal among those responding UCEA institutions. The range is from zero to seven visits per term or semester. Nine respondents indicated that three visits per term was the number expected by the university supervisor.

The average number of visits per term based upon 32 responses to this question was 2.65. The Ohio State University response was that the number varies depending upon the individual student and the situation. Texas A & M makes one or more visitations during the internship for the purpose of observation, consultation, and instruction. The University of New Mexico suggests one visit per month to the intern and requires two semesters and two summer sessions of internship experience.

Most programs require that the intern register for some form of seminar program at the same time he/she is involved in the internship experience. It seems that the university supervisor is also the person assigned to the seminar program. This allows for still more contact between the intern and the university professor.

University Seminar Experience

Respondents were asked about the number of seminars held with interns during the course of their internship experiences. Data from 32 respondents was deemed usable for reporting purposes. The range of responses was from zero to one per week. Five reported that seminars were not required

as part of the program, while, five others reported that weekly seminars were held during the internship experience.

Based upon 32 usable responses the average number of seminars per semester of internship is 4.81. Of those requiring weekly seminars are the following: Buffalo, Fordham, New York University, and the University of New Mexico.

Texas A & M requires one or more seminars per term and the field supervisors of the interns are invited to the seminars.

Practice varies concerning the number of supervisory visits as well as the number of seminars. Among UCEA respondents to this study it is reasonable to say that most require approximately three university supervisory visits per term and that interns attend five seminars per semester.

Special Other Features

In this concluding section of Overview of Main Findings special other features should be mentioned that may prove of interest to some readers. In the review of documents, statements, policies, and letters certain noteworthy items are of note and follow.

Mention should be made of the quality of materials describing programs at Boston University, Hofstra University, University of Minnesota, and Texas A & M University. These materials reflect well on the universities and made program reviews rather easy. Internship planning documents at the University at Buffalo, University of New Mexico, and St. John's University stood out as exemplary examples of planning documents.

The University of Kentucky provided two state of Kentucky publications. One was a study guide for the Kentucky Testing Program for the Principal Certification and the other a handbook for the Kentucky beginning principal intern program.

The Kansas State University clinical experience program is composed of three major thrusts which are as follows: training clinics; research and development projects, and on-site practica. These experiences are based upon each student's previous training and experience as well as future career plans.

The Ohio State University program provided an administrative competency self assessment form which is designed to help individuals assess themselves in relation to a number of administrative competencies. This form could prove very beneficial to programs that are using a competency based approach to administrative preparation. The University of Oregon provided assessment documents that can be used to assess interns.

All these materials, although not directly related to the major theme of this study, proved of interest in the preparation of this article.

SUMMARY

The majority of reporting UCEA institutions appear to meet the UCEA goal of concentrated full-time study and supervised clinical practice. The clinical practice time period is much less than full time for other than short periods of time. The actual clock hours of internship varied from less than 100 hours to 800 hours. The 800 hours would represent full time experiences for one semester.

Few institutions seem to come near the goal of the National Policy Board for Educational Administration (1989) in requiring one full-year of field residency for all students. The one year of full-time residency appears to be the ideal time frame, but, in actual practice it seems that most UCEA institutions settle for less time. In settling for less time it appears that the use of competency measures, seminars, simulations, and other such activities help compensate for the loss of actual full-time commitment to an

internship within a local educational agency. No hard data was found to support the goal of a full-time residency for one academic year.

Credit hours of internship required in the UCEA institutions varied from a minimum of three to a maximum of twelve. It appears from the data that the average seems to be in the 3-6 hour category. The average number of clock hours of internship experiences seems to be about 300 hours. This does not imply that the time is full-time. The 300 hours may be spread out over a full year or more. One cannot even be sure that the 300 hours takes place during the normal instructional day. The implication being that some internships may take place in the afternoon and evening hours and not during the normal school hours.

Internships are supervised by a site based practitioner employed as a school administrator in a local educational agency and a university professor or clinical professor. Agreements or contracts are usually prepared that spell out the obligations of the intern, sited based practitioner, and university sponsor.

A wide variety of internship requirements are used by the various institutions. These include daily logs, weekly and monthly reports, journals, projects, reflective practice diaries, and competency based activities. Institutional requirements for interns vary a great deal as you may expect.

The number of visits by the university professors within UCEA institutions averaged 2.65 visits per semester or term. The University of New Mexico suggests one visit per month and The Ohio State University determines the number of visits depending upon the intern and the situation.

Most institutions require that the intern enroll in a seminar along with the internship program. The average number of seminars per semester was 4.81. This resulted from some universities that required weekly seminars to some that required done. Practice varies a great deal in this regard.

Conclusion

Empirical data to support the practice of clinical experiences or internships seems to be lacking. This seems to support the research of others (Daresh, Gallagher, Balmores 1987; Daresh 1987a; Daresh 1987b; Pitner 1989). Practices vary a great deal amoung UCEA institutions in regard to the major factors involved in internship experiences; clock hours, credits, requirements, seminars, contracts, and location of internships.

It would seem reasonable to expect that if some proven model or plan for an internship existed a more formal pattern of internship practices would have been evident based upon the data collected for this study.

Practices will also vary depending upon state education department requirements in effect in each state. It also may be that some institutions are market driven based upon what other programs in area universities are doing in their educational administration preparation programs. The other factor is the willingness of students to enter programs and meet the stated requirements of the program. Long periods of unpaid internships create financial problems for some students. If full-time paid internships were more easily available in local educational agencies the financial burden placed upon aspiring educational administrators would be lifted.

RECOMMENDATIONS

This writer has come to the conclusion based upon this research effort and prior experience that a shorter period of internship of a full-time nature with tight controls and expectations is better than an internship of convenience to the student. As an example. Ten weeks, full-time, in a controlled situation, with competency measures in place, and excellent supervision is better than a full-year part-time

catch as catch can internship experience. If UCEA member institutions and all educational administration preparation programs established this as a minimum level of internship requirement we may be better off then we are now. This would be 400 hours of full-time experience in a controlled situation. On average it would be more time than most UCEA institutions are requiring at the present time.

Ideally a full year internship experience within a controlled situation using competency measures and well supervised would be better than the 400 hour ten week experience. The ideal might be the model used in the various county school systems in Florida which have the size and financial base to provide one and two year paid internships for those selected for such programs. This will not occur in states like New York which has some 700 school districts that vary greatly in size and financial base.

In closing it must be pointed out that all parties to the clinical experience, the intern, sponsoring agency (local educational agency), and the university all have an obligation to provide the best internship possible. In addition the district interviewing for administrative positions should be concerned about the nature of the candidates clinical preparation.

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